

ARTICLE 1: Is the Common Core in Trouble?

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District Administration, May 2013

The article discusses concerns that have arose now that Common Core standards are no longer in the introduction stage but instead moved to implementation. Both conservative and liberals have concerns regarding implementing these standards due to the fact that they are new, untested and will have a direct impact as an accountability measure. Conservatives are concerned about the role federal government plays in the implementation of these standards. Liberals express concerns regarding the fact that the standards have not been tested. Since we are only beginning to assess the standards in relation to developing rigorous expectation we currently do not have a clear measure of what success is. In addition to these concerns the push for teacher effectiveness measures which rely on the data collected from the common core has created additional pressures and backlash. Mentioned in the article was the fact that Randi Weingarten of the American Federation of Teachers has voiced concern about using current assessments aligned to the common core to evaluate teachers. Instead they ask that we use this data to better understand the expectations of rigor and develop clear instruction to support implementation. Another crucial point brought up in the article is that although the Common Core is focused on national standards our curriculum has not shifted to a national curriculum.

Many groups feel that the rigor and high expectations set by the common Core are necessary to drive the type of instruction and learning needed to ensure students' academic success. The universal theme is focused on implementing these standards which

are new and up to this point have not been measureable in a way that promotes success for children, high expectations for teaching and learning, and creates clear plans for instructional implementation. This includes support for teachers, developing parental involvement and allowing children to understand what is expected.

Another key point mentioned in the article is that now that we are moving closer to the phase of implementation it is normal to have concerns especially since teachers still have many questions about the best way to implement instruction and meet the expectations set forth by the Common Core. From a district leadership stand point it is helpful to develop administrative understanding of what the standards are asking all stakeholders to do. Providing constituents with workshops that develop their understanding of the standards and how this impacts the instruction and benchmarks expected for children is crucial to success. As we move in the city towards full implementation we have already embedded teacher effectiveness and quality review into this work. This uncertainty has created fear and negativity in schools, especially after FOIL recently made teacher data public. Administrators must craft ways to develop support systems for teachers to ensure that the impact of these expectations and newly developed programs to support Common Core implementation do not negatively impact our students.